



FSA English Language Arts Updates

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Test Development Center

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FSA ELA Cycle 2017 - 2018

- Ongoing FSA ELA Reading Development
- FSA ELA Passage/Item Review Meetings—September 2017
 - Postponed due to Irma
 - To be rescheduled... Stay tuned.
- 2017 Operational Reading and Writing Test Book production August 2017–May 2018 (Fall 2018 RT)
- FSA ELA Writing Rangefinding Meetings—October 2017
- 2018 Operational Writing Handscoring – March and April
- Rubric Validation Meeting – May 2018
- Test Construction July/August 2018

One Year of Florida Assessment Committee Participants 2016-2017

ELA Reading and Writing – 90 Members

- Alignment Study
- Passage and Item Content Review
- Rubric Validation
- Writing Rangefinder
- Standard Setting

Bias – 23 Members

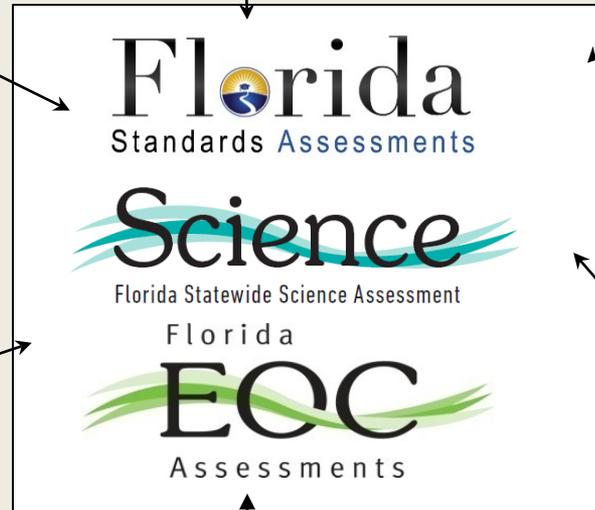
- Mathematics
- ELA Reading/Writing
- Social Studies
- Science

Sensitivity – 18 Members

- Mathematics
- ELA Reading
- Social Studies
- Science

Science – 29 Members

- Expert Review
- Item Content Review



Social Studies – 23 Members

- Expert and Item Content Review
- Expert Forms Review

Mathematics – 46 Members

- Alignment Study
- Item Content Review
- Rubric Validation

229 participants, 20 weeks of meetings, and 31 different meetings

One Year of Florida Assessment Committee Participants 2016-2017

Ethnicity

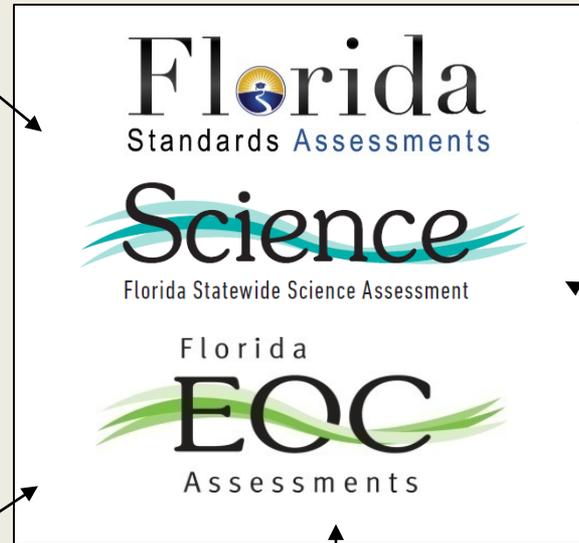
- Asian: 1 %
- African Am: 20 %
- Caucasian: 69 %
- Hispanic: 8 %
- Other: 2 %

Gender

- Female: 75 %
- Male: 25 %

Region

- Panhandle: 32 %
- East Central: 19 %
- Northeast: 15 %
- South: 17 %
- West Central: 17 %



County Type

- Rural: 12 %
- Urban: 40 %
- Suburban: 48 %

County Size

- Small: 15 %
- Medium: 46 %
- Large: 39 %

Upcoming Changes for FSA ELA

- Grades 3 – 6 ELA (and Math) will be paper-based beginning in 2019.
 - Item Review meetings may be held in **Summer '18**.
- Grade 7 Writing will transition to computer in 2019.
 - We will conduct a special RF meeting to score computer-generated responses.

FSA ELA Writing Change

- Schools may dismiss students or collect/submit materials and allow students to read after 90-minutes of testing.
 - You will make this determination locally, by district or by school. Discuss with your administration.
 - FDOE Test Administration office will provide scripts with the dismissal option for Fall Retake.

*FDOE Test Administration

PBT Practice Tests

- Students who will take an **FSA ELA Reading** paper-based test are **required** to participate in a PBT Test Item Practice Session to familiarize themselves with the various item types they may encounter on the assessments.
 - Grade 3 FSA ELA Reading
 - Grades 4–10 Reading PBT Accommodations
- Students taking PBT **ELA Writing** are not required to take a practice test but are strongly encouraged to do so to become familiar with the amount of space they will have for their responses.

CBT Practice Tests

- CBT students are **required** to participate in a practice test session prior to testing.
- Students retaking an assessment who previously completed this requirement for the test they will take (EOC or Retake) are not required to participate in another practice test.
- Students with CBT accommodations must use the appropriate accommodated practice test.

Utilize the FSA ELA Practice Tests!

- FSA PRACTICE TESTS (PTs) available for each grade
- **Online** FSA Reading PTs divided into two sessions to allow Test Administrators practice with logging students in and out of sessions
 - **SESSION LENGTH AND CONTENT ARE NOT REPRESENTATIVE OF THE OPERATIONAL ASSESSMENTS! (PT sessions are divided by genre.)**
- Training/Practice Tests available on the FSA Portal

Accommodations (Included in Practice Tests)

- For students with IEP or 504 plan that specifies this accommodation, Text-to-Speech (TTS) functionality available for all computer-based FSA ELA Reading and Writing components
 - Passages/text sets not read to students
 - Items and options read to students
 - Prompt wording read to students
 - American Sign Language (ASL) videos or closed captioning provided for listening items on the ELA Reading tests (CBT and PBT) for students who require them
 - Students with PBT accommodations have access to the listening items via a secure interface.

Spring 2018 ELA Writing

- Grades 4–7 FSA ELA Writing will be administered on paper.
- Grades 8–10/Retake ELA Writing will be administered on computer.
- ELA Writing Sessions are 120 minutes.
 - Retake may have up to half a typical school day.
- Writing Makeup Windows will be offered (same timeframes as last year).
 - One week to be included in regular reporting
 - One week at the end of the Reading window

Spring 2018 ELA Reading

- Grade 3 FSA ELA Reading (April 9 – 13)
 - Will be administered on **paper**
- Grades 4 – 10 ELA Reading (April 16 – May 11)
 - Will be administered on **computer**

FSA ELA READING Reminders to Students:

- Read passages and listen to audio clips carefully
- Follow all directions
- Answer **BOTH** parts of two-part items
- Choose the **specified** number of options
- Think critically



Scoring of Two-part FSA ELA Reading Items

- Raw point value for most items = one point.
- Raw point values for technology-enhanced items can vary, even those with a similar structure.
- Scoring depends on standard, complexity, and individual item.
- No global rules apply—raw point value is determined on a case-by-case basis.
- If raw point value is more than one point, partial credit is allowed, but is dependent on correctly answering the first part of the item.

***Remember – Raw score points are NOT the most important aspect of scoring. The pattern of answers also plays into the final score.**

New Item Type

15200

Click on the boxes to show how the authors of Passages 1 and 3 present information about sonar systems.

	Passage 1	Both Passages	Passage 3
compares bat echolocation to sonar technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
presents sonar as a method that is still being developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describes sonar technology as a previous scientific advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FSA ELA Writing Practice Tests

- Grade 4—Informative (Info)
- Grade 5—Opinion
- Grade 6—Info
- Grade 7—Argumentation (Arg)
- Grade 8—Info
- Grade 9—Arg
- Grade 10—Info

“Weighting” of FSA ELA Writing

- FSA ELA Writing contributes ten raw score points.
- Raw score is not the most important when considering a student’s overall performance.
- Students answering more difficult items correctly receive more credit than students answering less-challenging items.
- Each item, including the writing prompt, has a different effect on scoring depending on its level of challenge.

FSA ELA Writing Condition Codes

- Totally blank = no valid ELA score because student did not attempt to take the Writing portion of the ELA assessment
- If “0” reported = attempt to respond, but response earned condition code resulting in zero points out of 10 points possible
 - Entire response written in a foreign language = 0
 - Totally illegible, incomprehensible, or insufficient = 0
 - Copied from the sources with no original writing = 0
 - Totally off topic = score drawn from the conventions domain, resulting in 0, 1, or 2 points

What Constitutes a “Copy” Score for FSA Writing?

To qualify as scorable, a student must give a controlling idea, a reason, and a little bit more.

- The response demonstrates **no original thought**.
- Often the introduction is the prompt followed by a three-pronged thesis of copied phrases from text.
- Each paragraph may have transition words, but followed only by direct copy from texts.
- A few words may be substituted but usually only basic synonyms are used (e.g., “wrong” used instead of “incorrect”).

Introduction: Original Words

- *school for work*
- *and* before last advantage listed

*See handout for scoring information

Body 1: Original Words

- Transition
- Source number citation
- *This*
- Author and article name/title – (citation)
- Internal transition

*See handout for scoring information

Body 2: Original Words:

- Transition
- Author and article title – (citation)
- Source number citation
- *for people, like*

*See handout for scoring information

Body 3: Original Words

- Transition
- *says*
- *all the way across town*
- *Places Called*
- All other text includes direct copy with minor word and syntax changes.

*See handout for scoring information

Conclusion: Original Words

- Transition
- *And*

*See handout for scoring information

FSA ELA Writing Observations

- **Patterns from many lower scored responses**
 - Controlling idea is simple/partial restatement of the prompt
 - Three-pronged thesis using main idea of paragraphs from passage(s) leading to . . .
 - Summary without elaboration
 - Argumentation without settling on a side – “So what do you think?”
 - Random details from the passages; irrelevant information
 - Overuse of copied text
 - Conventions—often both copied and original writing has numerous errors

FSA ELA Writing Observations

- **Patterns from many higher scored responses**
 - **Demonstrate awareness** of the big picture
 - **Synthesis** of texts to show conceptual understanding – student controls info
 - Purposeful selection of relevant details from text to tie to the controlling idea
 - Counterclaim fully addressed throughout (instead of one paragraph)
 - Elaboration that furthers textual evidence—used to make the point
 - Conventions—controlled overall

Troublesome Comments from the Grapevine

- Some educators may choose to put less emphasis on writing instruction because this component only “counts” ten raw points.
- Teaching the conventions may not be necessary because the raw point values are minimal.
- Teaching a formula is probably the easiest way to teach “good” writing for the FSA ELA Writing component.

Writing Reminders for FSA ELA

- Writing purpose is not a rotation each year.
- “Plop and drop” evidence is not effective.
- Discernment = choosing relevant evidence that supports the controlling idea/main point.
- When the passage set includes a number, statistic, or list, many students seem COMPELLED to use that as evidence—even when it doesn’t connect to the student’s controlling idea.
- Use of overblown expressions or trivial rhetorical questions weakens the tone.

Writing Reminders for FSA ELA

- Integration of insight, evidence, and elaboration are key elements in text-based writing.
- Ineffective development = ALL summary with little or no elaboration to connect to the controlling idea.
- “What it says; what it means; why it matters” strategy *may* improve the response IF
 - actual phrases aren’t used repeatedly throughout the essay
 - “what it means” is not just a translation that adds nothing
- Relevant, insightful anecdotes often strengthen the response, while generic, unimportant “one time when” anecdotes may weaken the development.

FSA ELA Writing Reminders to Students

- Read the prompt carefully!
- Read the passage set carefully.
- Think carefully about the passage set; take notes.
- Think about the purpose, audience, task.
- **Reread** the prompt.
- PLAN the response.
- DRAFT; reread; revise/edit.

FSA ELA Writing - Grades 4-5

Use of and References to Sources

- Simple but clear use of sources, facts, and details

Any of the following may be used:

- Title of passage/article
- Paragraph number
- Author
- Direct quotations

FSA ELA Writing – Grades 6–10

Citing Evidence

Because resources are not available and the assessment is timed, informal citations are acceptable in terms of the scoring criteria.

- Title of article, passage, source number
- Author's name
- Paragraph number
- Direct quotation with tag line to attribute the source material
- Reminder: A copied quotation or a reference to a person or entity within the text, without attribution to the actual source, does not count as a citation.

FSA ELA Writing Reminders - Evidence

- Grades 6–10—CITE evidence! (Though full citation is not required for Grades 4 and 5, some students are already doing this!)
- “Clunky” citations bog down fluency.
 - In Source 1, Paragraph 4, author Carl Hiaasen says . . .
- Author’s name in parentheses with source number or paragraph number seems less cumbersome, e.g., (Hemingway, Source 1) OR (Hemingway, 12).

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